



## Speech/Language Eligibility Form

Date of meeting:		SAU:	
School:		Grade:	
Date of birth:		Child's name:	
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:		Parent/guardian address:	
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:		Parent/guardian address:	

A student must meet **at least one of the four criteria** listed and to such a degree that it **adversely affects** educational performance and requires special education for the student to benefit from his/her education program. **This form is to be completed by the IEP Team at the meeting at which eligibility is to be determined.**

### Report

	Yes	No
1.) Does the student exhibit an <b>articulation impairment</b> ? An articulation impairment exists when the student omits, distorts, substitutes and/or adds speech sounds as a result of faulty production. These errors are not developmental in nature (refer to entrance criteria) and are not related to accent or dialect. The child must: 1) score in the moderate to severe range for the child's age on a standardized articulation test (at least 1.5 standard deviations below the mean) and/or score in the moderate to severe range for the child's age on a rating scale; and 2) have misarticulations that decrease intelligibility to 50-80% of the time in connected speech.	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		
2.) Does the student exhibit a <b>language impairment</b> ? A language impairment exists when the student demonstrates receptive (comprehension) and/or expressive (production) language which is characterized by: 1) a disorder/delay in one or more of the following areas that interferes with communication: morphology, phonology, vocabulary, syntax, semantics, pragmatics, auditory processing; and 2) student scores in the moderate to severe range for the child's age on either a standardized test of language (at least 1.5 standard deviations below the mean) and/or rating scales that measure language impairment; and 3) an observation and teacher rating scales documenting difficulty with comprehension or expression.	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		
3.) Does the student exhibit a <b>fluency impairment</b> ? A fluency disorder exists when the student demonstrates an inappropriate flow of speech characterized by more than 5% atypical disfluencies and/or secondary characteristics, and such disfluencies reduce	<input type="checkbox"/>	<input type="checkbox"/>

Child's name:  
Date:

communication attempts. The student scores in the moderate to severe range for the child's age on either a standardized test of fluency and/or rating scales that measure fluency impairment.		
Verification:		
4.) Does the student exhibit a <b>voice impairment</b> ? A voice disorder exists when: 1) a student demonstrates persistent noticeable differences in voice production quality, pitch, intensity or rate; or 2) voice is not appropriate for the age and gender of student; or 3) voice distracts the listener from the message; and 4) the voice difference does interfere with communication and/or intelligibility.	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		
5.) Does the student exhibit the characteristics of speech/language disability? If "no" is checked, go directly to " <b>Eligibility Decision</b> " below.	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		
6.) Does the student's <b>speech/language disability adversely affect</b> his/her educational performance?	<input type="checkbox"/>	<input type="checkbox"/>
Verification: Current  grades:  Attendance:  Discipline/behavior:  Social/emotional functioning:  Other:		
7.) Is the adverse effect that is a result of the student's speech/language disability <b>correctable through accommodations</b> of the student's regular education program?	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		
8.) Does the student's speech/language disability <b>adversely affect</b> his/her educational performance to the degree that <b>he/she requires specially designed instruction</b> in order to benefit from his/her education program?	<input type="checkbox"/>	<input type="checkbox"/>
Verification:		

**Eligibility decision:** It is the conclusion of the Individualized Education Program (IEP) Team that this student:

☐ Is

☐ Is Not

eligible for special education as a student with a speech/language disability.